

What's New?

Accessing Resources Through the Redesigned Website

As mentioned in the [September 2011 NewsBreak](#), the Center for Educator Compensation Reform (CECR) recently redesigned its [website](#). The redesign organizes all materials into four categories: New to Performance-Based Compensation, Development and Implementation, National Perspective, and TIF Grantees.

[New to Performance-Based Compensation](#) includes background information needed to implement a successful performance-based compensation initiative. Resources include the following:

- The **Implementation Checklist** provides ideas for first-step action items as well as components that need to be in place to implement performance-based compensation.
- The **Guide to Implementation** includes modules on key components necessary to implement a program. The modules include research and examples of current programs.
- **Emerging Issues** papers address hot topics in compensation reform.
- **Case Summaries** include examples of state and district programs, highlighting lessons learned from program implementation.
- **Research Syntheses** and **Annotated Bibliographies** highlight recent research on the key components of effective performance-based compensation.
- **Presentations** from CECR experts provide support for those planning and implementing high-quality data systems and those interested in using data to support performance-based compensation.
- **Harvesting Papers** include lessons learned from Teacher Incentive Fund (TIF) Cohorts 1 and 2.

[Development and Implementation](#) focuses on the six key components research indicates are necessary for the development of successful performance-based compensation systems: data quality and data systems, strategies to support workforce, communication and

stakeholder engagement, value-added and other measures, program evaluation, and sustainability. As available, each component webpage includes links to an overview of the component, presentations from CECR experts, papers on the component, and CECR tools or products that can help with component implementation.

[National Perspective](#) provides links to information and resources about performance-based compensation nationwide. This category includes a searchable online library, an interactive national map of programs, a newsroom with CECR *NewsBreak* archives and articles on performance-based compensation from the media, and links to other national organizations that do similar work.

[TIF Grantees](#) provides program information for current TIF grantees, including guidance from the U.S. Department of Education, a calendar of events, and presentations. It also includes profiles of each grantee from Cohorts 1, 2, and 3 as well as links to district or state program websites.

In This Issue

What's New?	1
Hot Off the Press	2
Grantee Spotlight	3
<i>This month's feature article highlights the Round Rock Independent School District: Round Rock Incentives for Superior Education.</i>	
Contact Us	5

Hot Off the Press

Douglas County School District Initiatives Denied by Voters—*Our Colorado News*.

November 4, 2011.

http://www.ourcoloradonews.com/castlerock/news/douglas-county-school-district-initiatives-denied-by-voters/article_024cdb43-e8fd-5f9c-8278-b8bbb8341eee.html

Voters in Douglas County, Colorado, voted down two education-related ballot initiatives. Ballot issue 3A would have provided a new \$20 million mill levy override to finance performance-based compensation for teachers in Douglas County. Ballot issue 3B would have financed a \$200 million bond debt for technology to monitor educator and student performance and subsidized classroom resources for high-poverty schools.

CMS's Talent Effectiveness Preserves Much of Pay for Performance—*WFAE* November 1, 2011.

http://www.wfae.org/wfae/1_87_316.cfm?action=display&id=7928

After receiving some push back from local stakeholders, the Charlotte-Mecklenburg School District has revamped and renamed its performance-based compensation plan. The revamped plan—now called “Talent Effectiveness”—focuses on student surveys and classroom observations, in conjunction with student growth, to determine educator effectiveness. Eventually the system will compensate teachers based on their effectiveness, but the details have not yet been determined.

State of the States: Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies—*National Council on Teacher Quality*.

October 2011.

http://www.nctq.org/p/publications/docs/nctq_stateOfTheStates.pdf

The latest report from the National Council on Teacher Quality (NCTQ) State Policy Yearbook examines teacher evaluation and effectiveness policies. The report provides an overview on state legislative activity regarding teacher evaluation between 2010 and 2011. In addition, the report specifically covers 17 states (Arizona, Colorado, Delaware, Florida, Idaho, Illinois, Indiana, Louisiana, Maryland, Michigan, Minnesota, Nevada, New York, Ohio, Oklahoma, Rhode Island, and Tennessee) and the District of Columbia. For each state, NCTQ considers:

- Frequency and timing of evaluations
- State and district roles and responsibilities
- Measures of effectiveness and the role of student achievement
- Procedures for evaluation (who and how)
- Uses of evaluation results

Grantee Spotlight

Round Rock Independent School District: Round Rock Incentives for Superior Education

The Round Rock Independent School District (ISD) designed the Round Rock Incentives for Superior Education (RRISE) program for seven high-need elementary and middle schools. RRISE provides incentive awards to teachers and principals based on multiple measures of educator performance and student outcomes. RRISE also includes a job-embedded professional development component based on evaluation data to support teachers and principals.

Primary Components of the Program

Teachers earn performance incentives based on the following measures:

- Student achievement
 - Value-added growth on standardized test scores (PK–Grade 8)
 - Progress toward student performance targets (Grades 3–5 and Grades 6–8)
- Preparation and submission of an action research project that includes examples of teacher artifacts and sharing the portfolio with colleagues on campus (called appraisal by collaboration [ABC])
- Participating in collaborative meetings with other teachers in the school
- Completion of an approved leadership role in the school
- Teaching in a hard-to-staff area (elementary bilingual education or middle school mathematics)

Principals earn performance incentives based on the following measures:

- Student achievement
 - Value-added growth on standardized test scores (PK–Grade 8)
 - Progress toward student performance targets (Grades 3–5 and Grades 6–8)
- Performance on observations by trained evaluators
- Preparation and submission of an action research project that includes examples of teacher artifacts and sharing the portfolio with colleagues on campus (called appraisal by collaboration [ABC])

- Participating in collaborative meetings with school faculty and other RRISE principals in the district
- Retaining 85 percent of teachers at their campuses

Round Rock ISD hired personnel exclusively tasked with formative evaluation and embedded support to help achieve the goals of the RRISE program. Observers for professional growth provide targeted assistance to teachers and campus administrators through multiple observations completed throughout the school year. The Principal Coach and Master Teachers provide leadership and instructional coaching to program participants. The Grant Assessment and Research Coordinator plays a key support role in analyzing data, establishing performance targets, and using student achievement data to identify areas of need.

Teachers and campus administrators participating in RRISE have three observations per year. The data collected during the observation, along with student achievement data, inform the Master Teachers and Principal Coach as they provide embedded professional development for each RRISE campus. Participants also access PD 360, an online professional development system. Other professional development resources for RRISE campuses include funds for:

- Substitute teachers
- Extra-duty pay
- Educational literature
- Teacher conference travel
- Principal conference travel
- Educational consultants

Program Goals

The overarching goals of the RRISE program are increased student achievement and higher levels of teacher retention at high-need schools.

System Incentives

RRISE provides differentiated incentives for teachers and principals based on the measures of educator performance and student outcomes described previously. Both teachers and administrators have the opportunity to earn up to \$10,000 in incentive awards distributed across six categories, as shown in Tables 1–3.

Table 1. Differentiated Performance Incentives for Teachers and Principals

	Tier 0	Tier 1	Tier 2	Tier 3
Student Achievement	\$0	\$2,115	\$2,990	\$4,000
Observation Rubric	\$0	\$500	\$1,000	\$1,500

The Flat Incentive Awards are optional and allow participants to qualify for compensation related to other measures of effectiveness and performance.

Table 2. Teacher Flat Rate Incentives

Component	Incentive Amount
Appraisal by Collaboration (ABC) Oral Presentation and Portfolio	\$1,000
Evidence of Career Leadership	\$1,000
Participation in Collaborative Meetings	\$1,000
Recruitment/Retention Stipend for Hard-to-Staff Positions	\$1,500

Table 3. Principal Flat Rate Incentives

Component	Incentive Amount
ABC Oral Presentation and Portfolio	\$1,000
Participation in Collaboration Meetings With Faculty	\$1,000
Participation in Collaborative Meetings With Fellow TIF Principals	\$1,000
Retention of 85 Percent or More of Teaching Staff	\$1,500

The Tiered Incentive Awards allow participants to earn placement in one of four possible levels. All educators at RRISE campuses participate in these award categories. Placement in the tiers depends on the definitions shown in Table 4.

Table 4. Definition of Tiers

Tier	Student Growth	Student Performance Targets	Observations
Tier 0	At or below expected growth	Less than 25 percent of gain needed to meet target	Receiving an “Unacceptable” classroom observation rating
Tier I	Slightly above expected growth	25 to 35 percent of gain needed to meet target	Receiving a “Progressing” classroom observation rating
Tier II	Above expected growth	36 to 50 percent of gain needed to meet target	Receiving a “Proficient” classroom observation rating
Tier III	Far exceeds expected growth	More than 50 percent of gain needed to meet target	Receiving an “Expert” classroom observation rating

Recent Highlights of the Program

On November 22, 2011, the RRISE program plans to provide performance compensation to 300 teachers and 14 administrators for achievements made during the 2010–11 grant year. During the program’s initial year, Round Rock ISD teachers earned more than \$1.4 million while campus administrator awards totaled more than \$80,000.

RRISE staff members presented on principal evaluation during the recent Teacher Incentive Fund meeting that took place in Washington, D.C., in August 2011. The Associate Director and Principal Coach shared details about the RRISE performance compensation and principal evaluation system with other grantees during a general session.

In May 2011, Round Rock ISD began publishing a monthly newsletter, *RRISE Program Notes*. In the newsletter, the district highlights upcoming events, provides updates on program information, and references research related to performance-based compensation.

Round Rock ISD also makes all documents related to RRISE implementation available on the program website. Resources include:

- Compensation guidelines and timelines
- Observation documents
- Additional rubrics for the ABC performance appraisal process
- Teacher documentation resources
- Administrator documentation resources
- Professional development forms

If you have any questions about the Round Rock Incentives for Superior Education Program, contact Anthony Sorola, RRISE Associate Director, by phone at 512-464-5946 or by e-mail at Anthony_Sorola@roundrockisd.org.

Contact Us



Center for
Educator Compensation
Reform

Allison Henderson, Director
Phone: 888-202-1513
E-mail: cecr@westat.com

The Center for Educator Compensation Reform (CECR) was awarded to Westat—in partnership with Learning Point Associates, an affiliate of American Institutes for Research; Synergy Enterprises Inc.; Vanderbilt University; and the University of Wisconsin—by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support Teacher Incentive Fund (TIF) grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through a newsletter, a Web-based clearinghouse, and other outreach activities.

This work was originally produced in whole or in part by the Center for Educator Compensation Reform (CECR) with funds from the U.S. Department of Education under contract number ED-06-CO-0110. The content does not necessarily reflect the position or policy of CECR or the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by CECR or the federal government.